Vertical progression – Understanding the World – The world - Geography overview

End of EYFS ELG – Know some similarities & differences between the natural world around them & contrasting environments, drawing on their experiences & what has been read in class

Understand some important processes and changes in the natural world around them, including the seasons

Focus	Location knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Nursery	• Know we live on Earth. • Know that there are different countries in the world. •Talk about places visited using photos and props for support. •Know that they are different bodies of water e.g sea and not sea.	• Be shown, through stories and photos some environments that are different from the one in which they live. • Make imaginative & complex 'small worlds' with blocks & construction kits, such as farms, garages/ train tracks. • Make representations of local environment e.g towers/ beach.	• Adult to show children pattern in environment e.g. rubbings from grates, covers, or bricks. • Explore and respond to different natural phenomena in their setting and on trips e.g. splashing in puddles, walking on sand, use streamers/ windmills/ bubbles on windy days. • Engage in play in different weather and be shown how to dress accordingly. •Explore how we can travel in different ways, running / jumping/ hopping.	•Explore school environments and different locations (trips) • Use senses to explore natural materials • Observe and talk about what can be seen and heard around them indoors/ outdoors/ on trips. • Use a diverse range of props, photos, books to notice & talk about the country they live in. • Look at familiar objects / spaces from an aerial view. .• Use positional language to describe place, in / on/ under/ up/ down
Vocabulary	Earth, world, globe, countries, land, water, sea, house, roads, Church, outside, inside	sand, water, sea, train tracks, fields, farms	cold, hot, warm, sunny, windy, raining, clouds, sun, water, puddles, sand, weather, travel	in, on , under, up, down, eyes, ears, see, listen,
Reception	• Know they live in Blackpool. • Recognise some environments that are different to the one in which they live. •Talk about places visited using photos and props for support. • Know the difference between the different types of bodies of water e.g. pond/ river/ lake.	• Notice well-known features in the place they live e.g. beach, piers, Blackpool Tower. • Recognise some similarities & differences between life in this country & life in another country through stories/ photos. • Use small world resources to create different settings e.g. seaside/ jungle/ woodland.	• Identify seasonal patterns and talk about the changes they see during play / on trips. • Understand the effect of changing seasons on the natural world around them e.g. flowers start growing or leaves fall off trees. • Identify suitable clothing according to weather. • Show awareness of keeping classroom and outdoor space clean and tidy and know our behaviour can impact environment. •Explore how we can travel in different ways, bikes/ scooters/ cars/ planes.	• Explore school environments and experiences during trips to talk about what they like and dislike. • Observe and talk about what they can see, hear and feel when outside, (including local features e/g/ beach/ tower/ pleasure beach). • Draw information from a simple map (own home/ classroom/ stories). • Use a diverse range of props, photos, books to notice & talk about different countries. Use google maps to explore the world and images from an aerial view. • Use positional language to describe place using in between/ next to/ behind.
Vocabulary	Blackpool, town, seaside, pond, river, lake, sea, ocean, same, different, countries, home, house, flat,	beach, piers, tower, compare, different, same	seasons, Summer, Spring, Autumn, Winter, changes, environment, care, transport, vehicles.	in between, next to, behind, position, map, direction, arial,
Key Stage 1	Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents • Locate and number the world's seven continents and five oceans. **Year 2**	Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. **Year 2**	Building on EYFS knowledge of how environments may vary, children begin to learn about the physical and human features of geography • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Pole. **Year 1**	Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time. • Use world maps, atlases and globes to identify the United Kingdom and its countries,

	• Name, locate and identify characteristics of the four countries and capitals cities of the United Kingdom and its surrounding seas. **Year 2**	**Year 1 - similarities and differences of where they live to where other people could live - e.g. we live by the beach. Not all people who ;live in the UK live by the beach.**	• Use basic geographical vocabulary to refer to: - key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Year 1 and 2 continuous**	as well as the countries, continents and oceans **Year 2** • Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far, left and right)to describe the location of features and routes on a map. **Year 1** • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. **Dependent of unit in KS1 (Small scale Y1 school and Y2 local area).** • Use simple fieldwork and observational skills to study the geography of their school grounds and the key human and physical features of its surrounding environment. **Year 1**